Appendix F: Presentation Slides

Contents

Module 1: Presentation Slides 1-19

Module 2: Presentation Slides 1-43

Module 3: Presentation Slides 1-34

Module 4: Presentation Slides 1-51
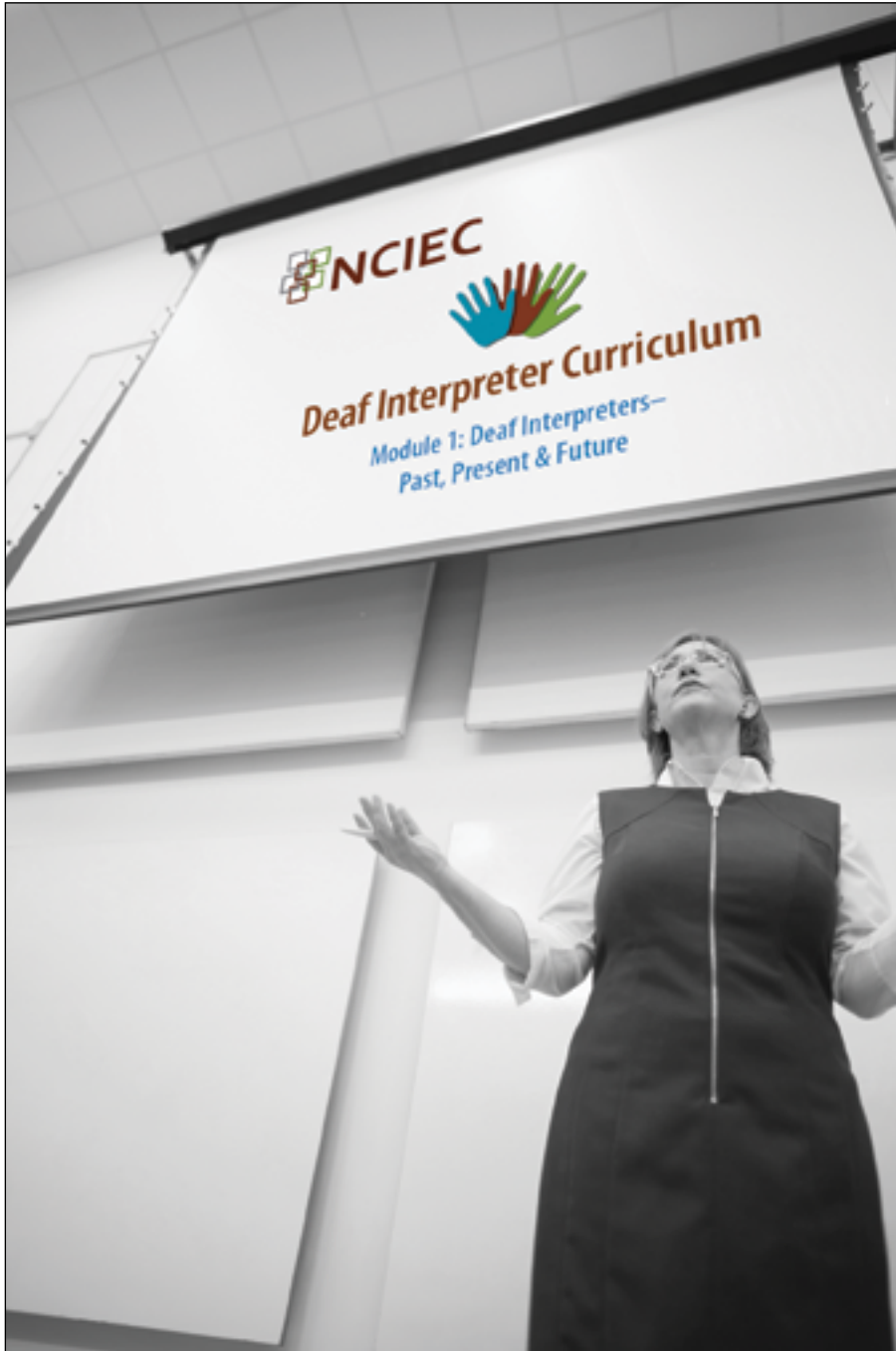
Module 5: Presentation Slides 1-34

Module 6: Presentation Slides 1-45

To access presentation slide decks in PPTX or PDF formats see:
http://www.diinstitute.org/learning-center/deaf-interpreter-curriculum/

Module 1
Slides 1-6

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Deaf Interpreter Curriculum

**Module 1: Deaf Interpreters–
Past, Present & Future**

**Module 1: Deaf Interpreters–Past,
Present & Future**

Unit Titles & Sequence
- ☐ Historical Evolution of Deaf Interpreting
- ☐ Foundational, Language, Cultural & Communication
  Competencies
- ☐ Interpreter Service Models & Methods of Interpreting
- ☐ Language, Culture, Oppression & the Deaf-World
  Community
- ☐ Deaf Interpreter or Deaf Advocate?

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**Unit 1: Historical Evolution of Deaf
Interpreting**

Key Questions
- ☐ What knowledge and skills are
  required?
- ☐ Why do we need a specialized
  curriculum in addition to generic
  curricula offered in ITPs?
- ☐ In what situations are Deaf
  interpreters needed and
  beneficial?
- ☐ How can we improve others'
  perspectives of Deaf interpreters?

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**Unit 1: Historical Evolution of Deaf
Interpreting**

Origins of Deaf Interpreting
- ☐ When did Deaf people
  begin to function as
  interpreters?
- ☐ What were early Deaf
  interpreter roles &
  functions?
- ☐ Research: Historical
  milestones

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**Unit 1: Historical Evolution of Deaf
Interpreting**

Deaf Interpreters: A Brief History
- ☐ In colonial New England, Matthew Pratt, a Deaf person, interpreted
  for Sarah Pratt, his wife, during her 1683 Puritan conversion to provide
  translating her signs to written text for Puritan elders and translating
  the elders' written text to signs for Sarah (Carty, Macready & Sayers,
  2009)
- ☐ Forestal (2011): Traditionally, Deaf people have undertaken a variety
  of translation and interpreting roles within the Deaf community
  (Bauman, 2008; Stone, 2007); only recently they have been
  recognized as Deaf Interpreters within the interpreting profession, as
  they are "brought in" to work with hearing interpreters to provide
  optimal information access to Deaf individuals (Langholtz, 2004)

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**Unit 1: Historical Evolution of Deaf
Interpreting**

Deaf Interpreters: A Brief History
- ☐ Deaf Interpreters now practice in myriad settings, such as courts,
  hospitals, work-related sites, training programs, conferences,
  theatres, and classrooms across the country, primarily in major
  cities. They work as translators from spoken or written English into
  ASL, international sign language, or in a gestural form. They are now
  everywhere in the field of interpreting with Deaf people and where
  ASL-English interpreting occurs (Forestal, 2005)
- ☐ Deaf interpreting has been around for centuries. Deaf people have
  been interpreting for each other and others since the first oldest
  known mention of sign language in 427-347 BC (Per Eriksson, *The
  History of Deaf People*)

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Unit 1: Historical Evolution of Deaf Interpreting

RID Reverse Skills Certificate
- □ During what years was the RSC offered?
- □ Describe typical RSC roles & work settings
- □ How did RSC holders benefit consumers?
- □ What led to RSC suspension?
- □ What is the Deaf Caucus?
- □ What is relay interpreting called today?

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Unit 1: Historical Evolution of Deaf Interpreting

Interpreter Certification: Brief History
- □ RID has since 1964 offered national testing & certification for sign language interpreters. From 1972 to 1988, RID offered the Reverse Skills Certificate (RSC); since then they have offered Certified Deaf Interpreter (CDI) testing and certification.
- □ During the late 1980s to the mid-2000s, the NAD offered national testing and certification for sign language interpreters. In 1993, RID and NAD formed a task force; they later agreed to develop a new joint test and certification system for interpreters.
- □ In 2005, the NAD-RID National Interpreter Certification (NIC) test was released, followed by the NAD-RID Code of Professional Conduct (CPC). Both organizations continue to collaborate.

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Unit 1: Historical Evolution of Deaf Interpreting

RID Standard Practice Paper: Use of a Certified Deaf Interpreter
- □ What functions of DIs go beyond the SPP?
- □ How does the SPP advocate for use of Deaf interpreters?
- □ In what ways should the SPP be updated?

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Unit 1: Historical Evolution of Deaf Interpreting

RID Certified Deaf Interpreters
- □ What are the benefits of DI/HI teams?
- □ In what ways do CDIs benefit Deaf & DeafBlind consumers?
- □ What specialized training requirements do prospective & working Deaf interpreters require?
- □ In what ways are the roles & functions of Deaf interpreters evolving?
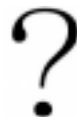- □ How can we further the professionalization of Deaf interpreters?

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Unit 2: Foundational, Language, Cultural & Communication Competencies

Key Questions
- □ How can Deaf interpreters use formative experiences for self-assessment?
- □ How do foundational competencies prepare individuals to work as Deaf interpreters?
- □ Foundational competences support what Deaf interpreter skill sets?

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Unit 2: Foundational, Language, Cultural & Communication Competencies

Deaf Interpreters
- □ What are four key skill areas?
- □ Why is it important to analyze one's own biases?
- □ What linguistic skills are required?
- □ Why is it important to be comfortable in a variety of bicultural and bilingual settings?
- □ What areas of interpreter practice are of primary importance?

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Module 1
Slides 13-18

Unit 2: Foundational, Language, Cultural & Communication Competencies

Foundational Competencies
- ☐ What is your exposure to ASL & other signed languages?
- ☐ What are your past experiences dealing with various communication modes and forms used by Deaf people?
- ☐ How have these experiences influenced you as a Deaf interpreter?
- ☐ Why is analysis of personal challenges (e.g., comprehending situations, interpreters, communication styles) of critical importance?
- ☐ How have or will personal experiences of discrimination & oppression impact you as a Deaf interpreter?

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Unit 2: Foundational, Language, Cultural & Communication Competencies

Language & Cultural Competencies
- ☐ Evaluate your ASL skills; in what areas are you native or native-like?
- ☐ Are you fluent in additional signed language/s?
- ☐ Do you have spontaneous use of pragmatic & sociolinguistic features of ASL?
- ☐ Are you adept and flexible in working across a range of registers, genres, and variations of ASL?
- ☐ How will you develop competencies in the above areas?

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Unit 2: Foundational, Language, Cultural & Communication Competencies

Language & Communication Competencies
- ☐ Review rubrics for ASL, visual gestural communication, and home signs
- ☐ Work in pairs, share experiences of growing up, then use rubrics to assess one's own and partner's language skills
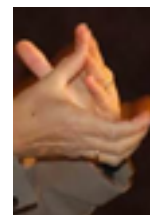- ☐ Engage in dialogue on skills assessment findings

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Unit 3: Interpreter Service Models & Methods of Interpreting

Evolution of Interpreter Service Models & Application to Deaf interpreters
- ☐ Helper
- ☐ Conduit/machine
- ☐ Language facilitator
- ☐ Bilingual-bicultural mediator
- ☐ Ally

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Unit 3: Interpreter Service Models & Methods of Interpreting

Which Methods Used Most by Deaf Interpreters?
- ☐ Simultaneous
- ☐ Consecutive

Application of Processes to Deaf Interpreters?
- ☐ Interpretation
- ☐ Transliteration
- ☐ Sight Translation
- ☐ Mirroring

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Unit 4: Language, Culture, Oppression & the Deaf-World Community

Personal Experiences: Impact Deaf Interpreter Effectiveness & Practice
- ☐ Discrimination
- ☐ Oppression
- ☐ Lack of access to communication

How can Deaf interpreters mediate the potential pitfalls of identifying with consumers' experiences?

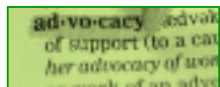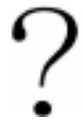@ 2015 Digital Edition • Deaf Interpreter Curriculum • National Consortium of Interpreter Education Centers   NCIEC

Unit 5: Deaf Interpreter or Deaf Advocate?

Self-Analysis

- ☐ What does advocacy mean?
- ☐ Does the work of Deaf interpreters include advocacy?
- ☐ Do you want to be a Deaf interpreter or a Deaf advocate?
- ☐ How might your role/s affect your work as a Deaf interpreter?

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Module 2
Slides 1-6

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Deaf Interpreter Curriculum

**Module 2: Ethnic & Cultural Diversity
Within the Deaf Community**

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Ethnic & Cultural Diversity within the Deaf Community

Unit Titles & Sequence
- ☐ Ethnic & Cultural Diversity
- ☐ Examining Cultural Differences
- ☐ Examining Bias & Stereotyping
- ☐ Immigrants & Refugees
- ☐ Knowledge & Skills Needed as a Deaf Interpreter

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Unit 1: Ethnic & Cultural Diversity

Key Questions
- ☐ How do organizations established to support Deaf people of color address the needs of the people they serve? In what ways can they more fully support the people they serve?
- ☐ What can these organizations do to support the work of Deaf interpreters?
- ☐ In what ways can Deaf interpreters, who are not themselves people of color, benefit from joining organizations such as NBDA and NCHDHH and learning more about these cultures?
- ☐ Is it possible for individuals to not have any stereotypes and biases?

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Unit 1: Ethnic & Cultural Diversity

Group Dialogue
- ☐ What ethnic cultures exist within the Deaf community?
- ☐ What organizations exist to support Deaf people of color? How are these organizations addressing issues unique to immigrants and refugees?
- ☐ To what ethnic group(s) do you belong?
- ☐ What are your experiences as a Deaf person of color, if applicable?
- ☐ Have you worked with Deaf people whose ethnicity is different from yours? If yes, what insights can you share that would be helpful to Deaf interpreters who may work with Deaf people of color?

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Unit 1: Ethnic & Cultural Diversity

Organizational Analysis
- ☐ Council de Manos
- ☐ Mano a Mano
- ☐ National Alliance of Black Interpreters
- ☐ National Asian Deaf Congress
- ☐ National Association of the Deaf
- ☐ National Black Deaf Advocates
- ☐ Registry of Interpreters for the Deaf
- ☐ Sacred Circle

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Unit 1: Ethnic & Cultural Diversity

Organizational Analysis, cont'd
- ☐ How do these organizations support their members?
- ☐ What is missing?
- ☐ Would you join one of these organizations?
- ☐ Why or why not?

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Unit 2: Examining Cultural Differences

Key Questions
- Why is it important for Deaf interpreters to understand their culture before working with people of different cultures?
- What challenges may be present for Deaf interpreters when working outside of their culture?
- In what ways can Deaf interpreters demonstrate respect for the beliefs and mores of consumers of ethnicities or cultures that are different from theirs?
- Why is it important for Deaf interpreters to understand minority group dynamics and the impact of oppression on the Deaf community in general? Deaf people of color?

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Unit 2: Examining Cultural Differences

Analysis of Cultural Elements
- Linguistic behaviors
- Nonverbal behaviors
- Temporal orientation
- Thinking & cognitive processes
- Religious/spiritual affiliation
- Observances
- Dominant ethnic identity
- Decision making /action taking attitude

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Unit 2: Examining Cultural Differences

Linguistic Behaviors
- Accent
- Dialect
- Sign choice

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Unit 2: Examining Cultural Differences

Nonverbal Behaviors
- Facial expression
- Gestures
- Use of space
- Eye contact

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Unit 2: Examining Cultural Differences

Temporal Orientation
- Deaf vs. Hearing time
- Black vs. White time
- Others??

USA: Time runs
Latin America: Time walks

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Unit 2: Examining Cultural Differences

Thinking/Cognitive Processes
- Concrete vs. abstract
- Black and white
- Linear vs. conceptual/pictorial
- Socialized vs. isolated/ independent

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Module 2
Slides 13-18

Unit 2: Examining Cultural Differences

Thinking/Cognitive Processes – Activity

First thoughts
- ☐ No filtering
- ☐ No screening
- ☐ No analysis

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Unit 2: Examining Cultural Differences

Religious/Spiritual Affiliation
- ☐ Beliefs
- ☐ Rituals
- ☐ Traditions

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Unit 2: Examining Cultural Differences

Observances
- ☐ Celebrations
- ☐ Holidays
- ☐ Ceremonies

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Unit 2: Examining Cultural Differences

Dominant Ethnic Identity
- ☐ Self-identification
- ☐ National origin/affiliation
- ☐ Ethnic density
  - ☐ Biracial
  - ☐ Multiracial

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Unit 2: Examining Cultural Differences

Decision Making/Action-Taking Attitude
- ☐ Individualistic (Western cultures)
  - ☐ Internal vs. external factors
- ☐ Collectivist/Consensual (Non-Western)
  - ☐ Interdependence vs. independence

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Unit 2: Examining Cultural Differences

Cultural Elements: Group Dialogue
- ☐ How does what you've learned relate to your culture?
- ☐ How does this relate to other cultures?
- ☐ Why is this important for interpreters?
- ☐ How does this help you as a Deaf interpreter?

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Unit 2: Examining Cultural Differences

Case Study Analysis
- Selection of one of the five case studies
- Approach to the interpreting assignment
- Resources needed
- Application of Demand-Control Schema
  - Challenges/behaviors that may impact the interpreting situation
  - Communication barrier/s or interpersonal conflicts
  - Mitigation of barriers/managing of conflicts

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Unit 2: Examining Cultural Differences

Demand-Control Schema
- Demands
  - Environmental
  - Interpersonal
  - Para-linguistic
  - Intrapersonal
- Controls
  - Pre-assignment
  - Assignment
  - Post-assignment

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Unit 2: Examining Cultural Differences

Demand-Control Schema, cont'd
- Challenges and how different behaviors may affect an interpreted interaction
- Barriers to communication or an interpersonal conflict
- Mitigating barriers or managing conflicts

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Unit 2: Examining Cultural Differences

Group Dialogue: *From the Deaf Multicultural Perspective*
- What demands did the interpreter face in each of the assignments?
- What controls could they have used?
- What did you learn from this activity?
- How will this activity help you in deciding whether or not to accept an assignment?
- Have you or someone you know had a similar experience? If yes, what lessons can you use to interpret more effectively?

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Unit 3: Examining Bias & Stereotyping

Key Questions
- What gives rise to biases and stereotypes?
- Why is it important to examine personal bias?
- In what ways can bias and stereotypes influence interpreting processes?
- What strategies work effectively when bias and stereotyping (either yours or others') influences or interferes with interpreting?

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Unit 3: Examining Bias & Stereotyping

Concept Review
- Bias – One sided, prejudice for or against
- Stereotyping – Oversimplified or standard image; negative
- Does bias tend to be negative?

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Module 2
Slides 25-30

Unit 3: Examining Bias & Stereotyping

Group Dialogue:
Redefining D-E-A-F
- ☐ Stuart Hall (19:11-24:49)
- ☐ Contesting Stereotypes (31:42-33:14)

Terminology
- ☐ Limited information-stuck with standards
- ☐ Powerlessness-to change

Unit 3: Examining Bias & Stereotyping

Group Dialogue
- ☐ How does oppression feel?
- ☐ How does oppression affect others?

Unit 3: Examining Bias & Stereotyping

Characteristics of Oppression
- ☐ Being put down
- ☐ Feeling inferior
- ☐ Denied privilege, opportunity or service

Unit 3: Examining Bias & Stereotyping

Group Dialogue: *Muskogee Indian Donnette Reins*
- ☐ Hair cut & style
- ☐ Black garb
- ☐ Totem pole

Unit 3: Examining Bias & Stereotyping

Group Dialogue: *Are You a Victim of White Privilege, Hearing Privilege or Both?*
- ☐ What is white privilege?
- ☐ What is hearing privilege?

Unit 3: Examining Bias & Stereotyping

Group Dialogue
- ☐ Characteristics of oppression
- ☐ Meaning and impact of privilege
- ☐ Power relationships and impact on interpreted interactions
- ☐ Impact of consumer position within power dynamic on interpreting decisions or dynamics

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Unit 3: Examining Bias & Stereotyping

Privilege Walk Debriefing
- ☐ What happened?
- ☐ How did this exercise make you feel?
- ☐ What were your thoughts as you did this exercise?
- ☐ What have you learned from this experience?
- ☐ What can you do with this information in the future?

Unit 3: Examining Bias & Stereotyping

Group Dialogue
- ☐ Ethnic cultures/linguistic groups you are most/least comfortable working with
- ☐ Personal experience with bias/stereotyping
- ☐ Overcoming bias/stereotyping due to race or hearing status
- ☐ Taking action if you witness biases/stereotyping
- ☐ Reducing your biases/stereotyping

Unit 4: Immigrants & Refugees

Key Questions
- ☐ How have immigrants contributed to diversity within the Deaf community?
- ☐ How have refugees contributed to diversity within the Deaf community?
- ☐ What do refugees and immigrants have in common?
- ☐ How do refugees and immigrants differ?
- ☐ What organizations, if any, exist to support Deaf and DeafBlind immigrants and refugees?

Unit 4: Immigrants & Refugees

Group Dialogue
- ☐ How are refugees viewed in the USA?
- ☐ With the previous questions in mind, how do people in the USA view Deaf people who immigrate or are refugees?
- ☐ Describe personal perceptions, as Deaf interpreters, toward immigrants and refugees?

Unit 4: Immigrants & Refugees

Group Dialogue
- ☐ How are immigrants and refugees alike?
- ☐ How are they different?
- ☐ Relate your experiences working with either or both groups

Unit 4: Immigrants & Refugees

Group Dialogue: Trainer-Selected Videos
- ☐ What are your thoughts and reactions?
- ☐ What unique issues do immigrants and refugees face that are different from those in the mainstream Deaf or DeafBlind communities?
- ☐ What organizations or resources might be able to provide support?
- ☐ Did you become more aware of your own biases or stereotypes?
- ☐ How would you apply what you have learned as a Deaf interpreter?

Module 2
Slides 37-42

Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Key Questions
- □ What ethnicities exist within the Deaf community?
- □ What experiences do you have as a Deaf interpreter with ethnically diverse Deaf people?
- □ How does/did this experience impact or influence your effectiveness as a Deaf interpreter?
- □ What knowledge and skills do you possess that enables you to work as a Deaf interpreter with ethnically diverse consumers?

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Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Domains & Competencies
- □ Which apply to Deaf interpreters working with culturally diverse Deaf people?
- □ Which competencies support Deaf interpreter work effectiveness?
- □ How do these impact Deaf interpreter practice?

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Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Group Dialogue: *Muskogee Indian Donnette Reins*
- □ What was Donnette's dominant culture?
- □ Did this change? If so, how?
- □ What signs were used that are different than yours?
- □ Are these signs permitted outside of her culture? Why/why not?
- □ Could adopting her signs/culture-specific gestures support the interaction?
- □ How was this activity helpful for you as a Deaf interpreter?

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Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Group Dialogue: Trainer-Selected Videos
- □ What challenges or issues (demands) must Deaf interpreters be aware of when working in a setting outside of their culture?
- □ What, if any, cultural and linguistic errors did the interpreters make?
- □ How is using a sign language interpreter who knows the consumer's country sign language (controls) helpful?
- □ Describe logistical considerations (controls) for effective interpreting at cultural events

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Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Group Dialogue: Trainer-Selected Videos, cont'd
- □ Are you skilled and knowledgeable in another sign language/s or culture/s?
- □ What would you do if you were called to interpret an event or meeting that was outside of your cultural/ linguistic comfort zone? What demands would exist? What controls could be used to address the demands?
- □ What resources may be helpful when working with people who are ethnically diverse?

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Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Group Dialogue: *Reflections on Cultural & Religious Diversity by L.G. Peterkin*
- □ What cultural adjustments did Lillian make when working with the client?
- □ What extra-linguistic knowledge (ELK) did she have that supported her work with this ethnic group?
- □ What adjustments can you make when working both within and outside of your ethnicity?

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Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Group Discussion

☐ **Using the five Case Study worksheets, discuss strategies for working with various consumers**

   ☐ **Linguistic challenges**

   ☐ **Inter- and intra-personal challenges**

   ☐ **Interpreting strategies and rationale**

   ☐ **Other considerations needed**

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Module 3
Slides 1-6

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Module 3: Consumer Assessment–Identifying Culture, Language & Communication Styles

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Module 3: Consumer Assessment–Culture, Language & Communication Styles

Unit Titles & Sequence
- ☐ Community & Cultural Identity
- ☐ Assessment of Consumer Language Usage
- ☐ Effective Communication Strategies
- ☐ Significance & Impact of Oppression

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Unit 1: Community & Cultural Identity

Key Questions
- ☐ How does understanding of Deaf/DeafBlind communities support Deaf interpreters in assessing the communication needs and preferences of consumers?
- ☐ In what ways do Deaf interpreters' understanding of their cultural identity/ies support understanding and working with consumers?
- ☐ In what ways are grassroots Deaf/DeafBlind consumers different from other groups within the Deaf/DeafBlind communities?
- ☐ How do educational, cognitive, physiological, cultural, and sociolinguistic factors affect membership in the Deaf/DeafBlind communities?

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Unit 1: Community & Cultural Identity

Definition: Community
- ☐ General population view
- ☐ Deaf view
- ☐ DeafBlind view

Definition: Deaf Community
- ☐ General population view
- ☐ Deaf view
- ☐ DeafBlind view

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Unit 1: Community & Cultural Identity

Definition: Culture
- ☐ General population view
- ☐ Deaf view
- ☐ DeafBlind view

Definition: Deaf Culture
- ☐ General population view
- ☐ Deaf view
- ☐ DeafBlind view
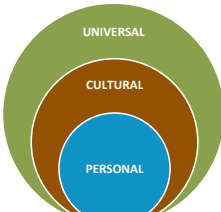
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Unit 1: Community & Cultural Identity

Cultural Levels of Behavior
- ☐ Personal – Shared with no one
- ☐ Cultural – Shared with certain group of people
- ☐ Universal – Shared by all

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PERSONAL

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Unit 1: Community & Cultural Identity

Chapter Review: *So You Want to be An Interpreter*

☐ Discuss application to Deaf interpreter practice
  ☐ The Importance of Communication
  ☐ The Influence of Culture on Communication
  ☐ Working in Multicultural Communities
  ☐ Identity and Communication

Unit 1: Community & Cultural Identity

Group Dialogue

☐ Culture's influence on behavior
☐ Culture's influence on communication
☐ Importance of understanding own cultural identity/ies
☐ Importance of understanding Deaf consumers' cultural identity/ies
☐ And how these influence Deaf interpreter competence

Unit 1: Community & Cultural Identity

Group Dialogue: Experience with Deaf & DeafBlind Consumers

☐ U.S. citizens
☐ Tourists–visitors from other world countries
☐ Visa-based students or workers
☐ Immigrants
☐ Refugees
☐ Grassroots
☐ Disabled
☐ Codas

Unit 1: Community & Cultural Identity

Group Dialogue: Consumer Interpreting Needs

☐ Balanced bicultural
☐ Deaf-dominant bicultural
☐ Hearing-dominant bicultural
☐ Culturally isolated
☐ Culturally separate
☐ Culturally marginal
☐ Culturally captive

Unit 1: Community & Cultural Identity

Five Stages of Cultural Awareness

☐ Conformity
☐ Dissonance
☐ Resistance & immersion
☐ Introspection
☐ Awareness

Unit 1: Community & Cultural Identity

Five Stages of Cultural Awareness, cont'd

☐ What is your current bicultural identity stage?
☐ Is your current stage different than one you previously experienced?
☐ If so, what caused the change?

Module 3
Slides 13-18

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Deaf Interpreter Curriculum

Module 3: Consumer Assessment–Identifying Culture, Language & Communication Styles

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Module 3: Consumer Assessment–Culture, Language & Communication Styles

Unit Titles & Sequence
- ☐ Community & Cultural Identity
- ☐ Assessment of Consumer Language Usage
- ☐ Effective Communication Strategies
- ☐ Significance & Impact of Oppression

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Unit 1: Community & Cultural Identity

Key Questions
- ☐ How does understanding of Deaf/DeafBlind communities support Deaf interpreters in assessing the communication needs and preferences of consumers?
- ☐ In what ways do Deaf interpreters' understanding of their cultural identity/ies support understanding and working with consumers?
- ☐ In what ways are grassroots Deaf/DeafBlind consumers different from other groups within the Deaf/DeafBlind communities?
- ☐ How do educational, cognitive, physiological, cultural, and sociolinguistic factors affect membership in the Deaf/DeafBlind communities?

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Unit 1: Community & Cultural Identity

Definition: Community
- ☐ General population view
- ☐ Deaf view
- ☐ DeafBlind view

Definition: Deaf Community
- ☐ General population view
- ☐ Deaf view
- ☐ DeafBlind view

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Unit 1: Community & Cultural Identity

Definition: Culture
- ☐ General population view
- ☐ Deaf view
- ☐ DeafBlind view

Definition: Deaf Culture
- ☐ General population view
- ☐ Deaf view
- ☐ DeafBlind view

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Unit 1: Community & Cultural Identity

Cultural Levels of Behavior
- ☐ Personal – Shared with no one
- ☐ Cultural – Shared with certain group of people
- ☐ Universal – Shared by all

UNIVERSAL
CULTURAL
PERSONAL

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Unit 3: Effective Communication Strategies

Key Questions
- ☐ How can Deaf interpreters explain the intuitive decision-making process/es involved in the assessment of the communication, interpreting needs, and preferences of Deaf and DeafBlind consumers?
- ☐ How can Deaf interpreters adjust interpretation strategies and communication interventions to the experiential and linguistic framework of Deaf and DeafBlind consumers in specific situations?
- ☐ What specific strategies are available to Deaf interpreters?

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Unit 3: Effective Communication Strategies

Group Dialogue: *Functional Communication Assessment…with Individuals who are Deaf and Lower Functioning*
- ☐ How should Deaf Interpreters prepare for interpreting assignments?
- ☐ What do they need to know before walking in the door?
- ☐ What situation-specific protocols can be used?
- ☐ When faced with communication gaps or discrepancies, what strategies can be used?
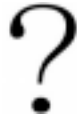
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Unit 3: Effective Communication Strategies

Demand Control Schema
- ☐ Analysis of environmental, interpersonal, paralinguistic, and intrapersonal (EIPI) demands
- ☐ Development of possible controls and strategies that best facilitate communication

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Unit 3: Effective Communication Strategies

Elicitation strategies
- ☐ Prompting
- ☐ Probing
- ☐ Questioning
- ☐ Referencing (e.g., previous comments)
- ☐ Paraphrasing
- ☐ Verifying the intended message

How can the above strategies serve as controls?

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Unit 3: Effective Communication Strategies

Group Dialogue: *Reflections on Cultural & Religious Diversity by J. Beldon*
- ☐ What alternate visual communication strategy/ies did Beldon use?
- ☐ Were they effective?
- ☐ Why and how did he decide to use a different strategy?

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Unit 3: Effective Communication Strategies

Alternate Visual Communication Strategies
- ☐ Drawing
- ☐ Mime
- ☐ Props
- ☐ Other (specify)

How would each strategy apply to Activity 2 scenarios?

What demands are present? What controls would work best?

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Module 3
Slides 25-30

Unit 3: Effective Communication Strategies

Syntactic Form
- ☐ Temporal sequencing
- ☐ Spatial representation
- ☐ Temporal referencing
- ☐ Pronominal referencing
- ☐ Constructed action
- ☐ Restructuring of question forms
- ☐ Adjusting register

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Unit 3: Effective Communication Strategies

Deaf & DeafBlind Consumer Assessment Processes
- ☐ Rationale for use of particular interpretation strategies?
- ☐ What controls do Deaf interpreters need to for successful interaction?
- ☐ How can Deaf interpreters best assess whether consumers understand the message/s being conveyed?
- ☐ What are possible cues (obvious and indirect/subtle) that can help Deaf interpreters better assess the communication needs of consumers?
- ☐ Why are creativity and flexibility so important?

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Unit 3: Effective Communication Strategies

Group Dialogue & Self Analysis
- ☐ In what ways do Deaf interpreters refine their acuity in perceiving language needs and modalities in the people for whom they interpret?
- ☐ Lifelong learning for Deaf interpreters includes the ability to monitor, self-assess, and self-regulate performance. As proficiency develops, how can Deaf interpreters evaluate their effectiveness on a continuous basis?
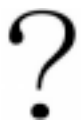
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Unit 4: Significance & Impact of Oppression

Key Questions
- ☐ Why does oppression occur within the Deaf and DeafBlind communities?
- ☐ What happens when people feel oppressed?
- ☐ What are the forms of oppression?
- ☐ Why is it important for Deaf interpreters to understand the characteristics of oppressed people?
- ☐ How should Deaf interpreters handle audism in work settings?

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Unit 4: Significance & Impact of Oppression

Group Dialogue: *Audism Unveiled*
- ☐ Deaf & DeafBlind people as stigmatized groups
- ☐ Devaluation of signed languages
- ☐ Deficit thinking toward Deaf & DeafBlind people
- ☐ Hearing-centric education
- ☐ Medicalization & emphasis on auditory status
- ☐ Importance of speech & lip reading
- ☐ Deaf people as disabled individuals

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Unit 4: Significance & Impact of Oppression

Group Dialogue: Deaf-World Context
- ☐ Deaf identity
- ☐ Deaf community and culture
- ☐ American Sign Language
- ☐ Deaf education

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Unit 4: Significance & Impact of Oppression

Oppression
- □ Why does oppression occur within the community?
- □ What happens when people feel oppressed?
- □ What are the forms of oppression?
- □ What are the characteristics of oppressed people?
- □ How does the above impact Deaf interpreter practice?

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Unit 4: Significance & Impact of Oppression

Characteristics of Oppressed Deaf and DeafBlind People
- □ Ambivalence (existential duality)
- □ Self-deprecation
- □ Distrust of self and others
- □ Horizontal violence
- □ Passivity, adaptation & fatalism
- □ Emotional dependence
- □ Fear of freedom and backlash

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Unit 4: Significance & Impact of Oppression

Characteristics of Oppressors
- □ Their way is the only/best way
- □ Pejorative view (of the oppressed)
- □ Assumption that the oppressed want to be like them
- □ Take charge attitude
- □ Paternalism
- □ Possessive consciousness
- □ Fearful/angry reaction to oppressed efforts for freedom
- □ Desire for approval/gratitude

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Unit 4: Significance & Impact of Oppression

Group Dialogue: Oppression
- □ Ways oppression of Deaf & DeafBlind people is analogous to other cultural and ethnic groups
- □ Importance of Deaf interpreters doing self-analysis and understanding of the oppression of Deaf & DeafBlind people
- □ Position of Deaf & DeafBlind consumers within the power dynamic and influence on Deaf interpreter decision-making/strategies

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Module 4
Slides 1-6

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Deaf Interpreter Curriculum

Module 4: Ethical Considerations & Challenges for Deaf Interpreters

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Module 4: Ethical Considerations & Challenges for Deaf Interpreters

Unit Titles & Sequence
- ☐ The Foundation of Ethics—Knowing Yourself
- ☐ History of NAD-RID Code of Professional Conduct
- ☐ Ethics & the Deaf Interpreter
- ☐ The Deaf Interpreter as an Ally

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Unit 1: The Foundation of Ethics– Knowing Yourself

Key Questions
- ☐ What are some of your core values, morals, and beliefs?
- ☐ What are ways to identify and reduce the potential impact of personal biases on professional behavior?
- ☐ What are general ethical decision-making processes?

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Unit 1: The Foundation of Ethics– Knowing Yourself

Principles of Professional Practice
- ☐ Meta-ethical principles
- ☐ Distinguishing characteristics of professionals
- ☐ Values within the NAD-RID Code of Professional Conduct
- ☐ Nine steps to ethical decision-making
- ☐ Personality characteristics that may affect work of Deaf interpreters

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Unit 1: The Foundation of Ethics– Knowing Yourself

Six Stages of Moral Development
- ☐ Pre-Conventional level
  - ☐ Stage 1: Punishment/obedience
  - ☐ Stage 2: Instrumental relativist
- ☐ Conventional level
  - ☐ Stage 3: "Good boy/good girl"
  - ☐ Stage 4: Law and order
- ☐ Post-Conventional level
  - ☐ Stage 5: Social contract (legalistic)
  - ☐ Stage 6: Universal ethical-principle

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Unit 1: The Foundation of Ethics– Knowing Yourself

Case Study 1:
- ☐ A Deaf interpreter is working at a local health fair, at an HIV testing exhibit. The interpreter is asked by a Deaf attendee waiting in a line, "Will the needle hurt?" The interpreter responds, "I cannot answer because of the NAD-RID Code of Professional Conduct," while recalling a past experience of being reprimanded for providing an opinion.

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Unit 1: The Foundation of Ethics–Knowing Yourself

Case Study 2:
- This time, the Deaf Interpreter smiles at the Deaf attendee and says, "I'd be happy to interpret for you, let's go and find the person responsible for HIV testing. I have had an HIV test in the past and it did not hurt for me, but maybe for others. It depends on the person's ability to tolerate needles. Come with me and we'll find out."

Unit 1: The Foundation of Ethics–Knowing Yourself

Ethics & Ethical Fitness
- Set of moral principles or values
- Theory or system of moral values (e.g., present-day materialistic ethic)
- Principles of conduct governing an individual or group (e.g., professional ethics)
- Guiding philosophy

Unit 1: The Foundation of Ethics–Knowing Yourself

Ethics in Concept
- Goals
- Values & morals
- Ethical behavior
- Theories related to ethics
- Meta-ethical principles
- Interpretation of code
- Making ethical decisions
- Critical thinking skills

Unit 1: The Foundation of Ethics–Knowing Yourself

Personal Status: Influence on Ethics
- Race & ethnicity
- Gender
- Age
- Religion
- Occupation
- Socioeconomic status
- Sexual orientation

Unit 1: The Foundation of Ethics–Knowing Yourself

Common Ethical Categories
- Personal
- Community/cultural
- Professional

Unit 1: The Foundation of Ethics–Knowing Yourself

Ethics & Deaf Interpreter Practice
- Code/s of ethics (applicable to various professions)
- Purpose of such codes
- Ethical decision making
- Considerations & challenges for Deaf interpreters

Module 4
Slides 13-18

Unit 1: The Foundation of Ethics–Knowing Yourself

Ethical fitness: Right vs. Right Dilemmas
- ☐ Truth or loyalty
- ☐ Self or community
- ☐ Short term or long term
- ☐ Justice or memory

Unit 1: The Foundation of Ethics–Knowing Yourself

Ethical fitness: Right vs. wrong dilemmas
- ☐ Legal?
- ☐ Violates code of ethics?
- ☐ Suppose it was on the front page of the newspaper?
- ☐ What would your mother (or mentor, role model) think?

Unit 1: The Foundation of Ethics–Knowing Yourself

Case Study 1 (short- vs. long-term)
- ☐ You interpret regularly for a 16-year-old with cognitive delays and behavior problems. You and the student were involved in an altercation and are meeting with the disciplinary team regarding the incident. Since you are the only one that the student understands, you are asked to interpret the meeting for the student while reporting on the action.

Unit 1: The Foundation of Ethics–Knowing Yourself

Case Study 2 (individual vs. community)
- ☐ In the lobby you see a candidate for a SSP job waiting. The interviewer is standing near the receptionist desk chatting. You walk by and see the candidate sign to another candidate, "The only reason I am applying for this job is because I want to pay off my college debts. This job is easy. Those DeafBlind people can't hear or see and its easy to take advantage of them." You and the interviewer enter the room. The candidate enters the room and the interview begins. During the interview the candidate says, "I am applying because I want to support DeafBlind people and be the best provider as possible." After the interview ends, do you share what you saw with the DeafBlind interviewer?

Unit 1: The Foundation of Ethics–Knowing Yourself

Case Study Reflections
- ☐ View Ethics Case Study 2 video then trainer-selected *Reflections* videos
- ☐ Using the Demand Control Schema:
  - ☐ What challenges were noticed by observers and how can these be identified?
  - ☐ What are some controls that were identified by observers?
  - ☐ How can you apply the DC-S if confronted with a similar situation?

Unit 2: History of NAD & RID Codes of Professional Conduct

Key Questions
- ☐ What historical issues led to RID & NAD collaboration leading to the development of the NAD-RID Code of Professional Conduct?
- ☐ How did the collaboration between RID & NAD impact the roles and functions of Deaf and hearing interpreters?
- ☐ What are the differences between policies/regulations and guidelines?
- ☐ Why is it important for Deaf interpreters to stay abreast of current trends in interpretation and in related subject areas (e.g., medical, mental health, and legal interpreting)?

Unit 2: History of NAD & RID Codes of Professional Conduct

Historical Background
- ☐ RID Code of Ethics & NAD Code of Ethics
- ☐ NAD-RID Council on Interpreting and joint development of NAD-RID Code of Professional Conduct
- ☐ RID VIEWS 2008 President's Report: *Reaffirming the NAD-RID Relationship*

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Unit 2: History of NAD & RID Codes of Professional Conduct

RID Grievance System
- ☐ RID Ethical Practices System (EPS)
- ☐ NAD-RID Code of Professional Conduct (CPC)
- ☐ EPS Enforcement Procedures

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Unit 2: History of NAD & RID Codes of Professional Conduct

Key Elements: NAD-RID Code of Professional Conduct
- ☐ Sections – Name, Scope, Philosophy, Guiding Principles, and Tenets
- ☐ Essential Core –*Do No Harm*
- ☐ Structure – Tenets, Guiding Principles & Illustrative Behaviors for Interpreters

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 1.0 – Confidentiality
Interpreters adhere to standards of confidential information
- ☐ Guiding Principle: Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 1.0 – Confidentiality, cont'd
- ☐ Illustrative Behaviors
  - ☐ Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality.
  - ☐ Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality.
  - ☐ Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 2.0 – Professionalism
Interpreters possess the professional skills and knowledge required for the specific interpreting situation
- ☐ Guiding Principle: Interpreters expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community.

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Module 4
Slides 25-30

Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 2.0 – Professionalism
- ☐ Guiding Principle, cont'd
  - ☐ Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs.
  - ☐ Interpreters possess knowledge of American Deaf culture and deafness-related resources.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 2.0 – Professionalism, cont'd
- ☐ Illustrative Behaviors
  - ☐ Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
  - ☐ Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.
  - ☐ Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 2.0 – Professionalism
- ☐ Illustrative Behaviors, cont'd
  - ☐ Request support (e.g., Certified Deaf Interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g., cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).
  - ☐ Refrain from providing counsel, advice, or personal opinions.
  - ☐ Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers' rights.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 3.0 – Conduct

Interpreters conduct themselves in a manner appropriate to the specific interpreting situation
- ☐ Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

NAD RID

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 3.0 – Conduct
- ☐ Illustrative Behaviors
  - ☐ Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.
  - ☐ Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.
  - ☐ Avoid performing dual or conflicting roles in interdisciplinary (e.g., educational or mental health teams) or other settings.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 3.0 – Conduct
- ☐ Illustrative Behaviors, cont'd
  - ☐ Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.
  - ☐ Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.
  - ☐ Refrain from the use of mind-altering substances before or during the performance of duties.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 3.0 – Conduct

☐ Illustrative Behaviors, cont'd
  ☐ Disclose to parties involved any actual or perceived conflicts of interest.
  ☐ Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.
  ☐ Refrain from using confidential interpreted information for personal, monetary, or professional gain.
  ☐ Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 4.0 – Respect for Consumers

Interpreters demonstrate respect for consumers

☐ Guiding Principle: Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 4.0 – Respect for Consumers

☐ Illustrative Behaviors
  ☐ Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).
  ☐ Approach consumers with a professional demeanor at all times.
  ☐ Obtain the consent of consumers before bringing an intern to an assignment.
  ☐ Facilitate communication access and equality, and support the full interaction and independence of consumers.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 5.0 – Respect for Colleagues

Interpreters demonstrate respect for colleagues, interns and students of the profession

☐ Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 5.0 – Respect for Colleagues

☐ Illustrative Behaviors
  ☐ Maintain civility toward colleagues, interns, and students.
  ☐ Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 5.0 – Respect for Colleagues

☐ Illustrative Behaviors, cont'd
  ☐ Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.
  ☐ Assist and encourage colleagues by sharing information and serving as mentors when appropriate.
  ☐ Obtain the consent of colleagues before bringing an intern to an assignment.

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Module 4
Slides 37-42

Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 6.0 – Business Practices

Interpreters maintain ethical business practices

- ☐ Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 6.0 – Business Practices

- ☐ Illustrative Behaviors
  - ☐ Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.
  - ☐ Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.
  - ☐ Refrain from harassment or coercion before, during, or after the provision of interpreting services.

Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 6.0 – Business Practices

- ☐ Illustrative Behaviors, cont'd
  - ☐ Render *pro bono* services in a fair and reasonable manner.
  - ☐ Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 7.0 – Professional Development

Interpreters engage in professional development

- ☐ Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 7.0 – Professional Development

- ☐ Illustrative Behaviors
  - ☐ Increase knowledge and strengthen skills through activities such as:
    - – pursuing higher education;
    - – attending workshops and conferences;
    - – seeking mentoring and supervision opportunities;
    - – participating in community events; and
    - – engaging in independent studies.
  - ☐ Keep abreast of laws, policies, rules, and regulations that affect the profession.

Unit 3: Ethics & the Deaf Interpreter

Key Questions

- ☐ What are the ethical tenets that govern the given scenarios?
- ☐ Are there different ethical decision-making processes between Deaf interpreters and hearing interpreters?
- ☐ How can Deaf interpreters distinguish their values, biases, and norms from workplace ethical decision-making?
- ☐ Are there special ethical considerations and challenges Deaf interpreters face?

Unit 3: Ethics & the Deaf Interpreter

Case Analysis Process
- [ ] What is happening here?
- [ ] Why is it happening?
- [ ] What are the options?
- [ ] Which option would be best? Why?
- [ ] How will that option be carried out?
- [ ] What would the outcomes be?
- [ ] What are possible consequences? For whom?

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Unit 3: Ethics & the Deaf Interpreter

Analysis of Case Studies
- [ ] Ethical Dilemmas Involving Deaf Interpreters
  - [ ] What would you do in this situation?
  - [ ] What factors did you consider in making your decision?
  - [ ] Can you justify your decision based on the NAD-RID Code of Professional Conduct?
  - [ ] Can you think of a similar situation in which you would act differently? Why?

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Unit 3: Ethics & the Deaf Interpreter

Case Study 1
- [ ] You and a hearing interpreter facilitated communication for a grassroots Deaf man and his doctor about upcoming major surgery. Two weeks later, you and members of your family took part in a Deaf community social event; you encountered the same man for whom you interpreted. You maintained a professional demeanor. He was persistent and encouraged you to have a discussion with him. You tried to ignore him without being rude. Later, he and his wife approached you. He wanted you to debrief her on his medical appointment. You explained you couldn't recall the information. He persisted, giving you his permission to update her about his upcoming surgery.

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Unit 3: Ethics & the Deaf Interpreter

Case Study 2
- [ ] You and a hearing interpreter facilitate communication for a hearing mental health counselor and Deaf patient who recently immigrated to the United States from China and has little knowledge of ASL or English. The counselor recommends the patient go through testing to screen for a specific mental illness. You (the Deaf interpreter) believe the local mental health center for Deaf patients would be a great resource for the counselor and the patient.

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Unit 3: Ethics & the Deaf Interpreter

Case Study 3
- [ ] Jon, a hearing NIC Master certified interpreter who has been interpreting for 15 years, contacted you to team with him. The local VR office contacted Jon to provide interpreting services for an appointment with a hearing VR counselor and a Deaf 16 year old bilingual native ASL user, Maeve, who has recently lost most of her vision. The counselor will be explaining qualification criteria, job training, and job placement. You have no interpreting experience with DeafBlind consumers, nor are you familiar with the DeafBlind community and their communication needs. No other Deaf interpreters work in your town.
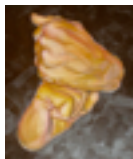
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Unit 4: The Deaf Interpreter as an Ally

Key Questions
- [ ] What are the differences and similarities between the roles of ally, advocate, and Deaf interpreter?
- [ ] How can Deaf interpreters judiciously provide information or referral regarding available interpreting or community resources without overstepping their role as interpreters?

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Module 4
Slides 49-51

Unit 4: The Deaf Interpreter as an Ally

Definitions
- ☐ Ally
- ☐ Advocate

Roles & Overlap
- ☐ What are the differences and similarities between the roles and responsibilities of allies, advocates and Deaf interpreters?
- ☐ Describe how the roles of allies and Deaf interpreters may overlap.

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Unit 4: The Deaf Interpreter as an Ally

Group Dialogue
- ☐ Why is it important for Deaf interpreters to maintain professional boundaries, impartiality, and integrity in their work?
- ☐ Identify strategies for evaluating educational, cognitive, physiological, and sociolinguistic factors and communication needs that may influence ethical decision-making by Deaf interpreters prior, during, and after interpreting assignments.

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Unit 4: The Deaf Interpreter as an Ally

Group Dialogue, cont'd
- ☐ How can Deaf interpreters judiciously provide information or referral regarding available interpreting or community resources without overstepping their role as interpreters?

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Module 5
Slides 1-6

NCIEC

Deaf Interpreter Curriculum

Module 5: Interpreting Theory & Practice for Deaf Interpreters

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Module 5: Interpreting Theory & Practice for Deaf Interpreters

Unit Titles & Sequence
- ☐ Models of Interpretation
- ☐ Translation
- ☐ Consecutive Interpreting
- ☐ Simultaneous Interpreting

Unit 1: Models of Interpretation

Key Questions
- ☐ How do the four models of interpretation help Deaf interpreters clarify the process of interpreting?
- ☐ How can Deaf interpreters use these models to identify their strengths and areas needing improvement?
- ☐ How do these models help Deaf interpreters identify and resolve underlying causes of breakdowns in interpretation?
- ☐ How can Deaf interpreters use the models of interpretation to make effective interpreting decisions?

Unit 1: Models of Interpretation

Interpretation & Translation
- ☐ What does interpretation mean, and what does it involve?
- ☐ What does translation mean, and what does it involve?
- ☐ What are the goals of translating and interpreting content?
- ☐ Provide an overview of the translation process.

Unit 1: Models of Interpretation

Introduction & Overview in *NCIEC Teaching Modules for the Classroom*
- ☐ What are the differences between intra-lingual and inter-lingual interpreting tasks that Deaf interpreters undertake?
- ☐ Review and expand on examples of intra-lingual interpreting tasks.
- ☐ Describe individual experiences with inter-lingual interpreting.
- ☐ Are you fluent in a second or third signed language?

Unit 1: Models of Interpretation

Cokely Sociolinguistic Model
- ☐ Message reception – Perceive source language
- ☐ Preliminary processing – Recognize
- ☐ Short-term memory retention – Chunk
- ☐ Semantic intent realized – Understand
- ☐ Semantic equivalent determined – Analyze
- ☐ Syntactic message formulation – Rehearse
- ☐ Message production – Produce target language

Unit 1: Models of Interpretation

Cokely Sociolinguistic Model, cont'd

- □ View trainer-selected video
- □ Assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual) and determine the mode of interpreting to be used
- □ Discuss challenges that the consumer's language or communication needs might present within the context of the Cokely Model, including ideas for resolving these challenges

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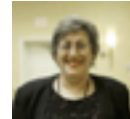
Unit 1: Models of Interpretation

Colonomos Integrated Model of Interpreting (IMI):
Focus on CRP (See Graphic) portion of IMI

- □ Concentrating: Understanding source message – attending, analyzing, freeing the message from the form
- □ Representing: Source frame/target switch
- □ Preparing Delivery: Contextual protocols, coherence of content, affect, register, access resources: team member(s), supervisor (process management issues)
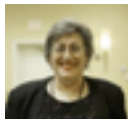
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Unit 1: Models of Interpretation

Colonomos Integrated Model, (IMI) cont'd

- □ View trainer-selected video
- □ Assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual) and determine the mode of interpreting to be used
- □ Discuss challenges that the consumer's language or communication needs might present within the context of the Integrated Model of Interpreting, including ideas for resolving these challenges

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Unit 1: Models of Interpretation

Gile Comprehension & Effort Models

- □ C (comprehension) = KL (knowledge of the language) + ELK (extra-linguistic knowledge) + A (interpreter's analysis)
- □ KL and ELK contribute to the effectiveness and quality of comprehension of content

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Unit 1: Models of Interpretation

Gile Comprehension & Effort Models, cont'd

- □ Not having KL and/or ELK increases comprehension effort
- □ Preparation is critical to decrease the amount of comprehension effort, thus preserving mental energy required for interpreting

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Unit 1: Models of Interpretation

Gile Comprehension & Effort Models, cont'd

- □ View trainer-selected video and assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual) and determine interpreting mode to be used
- □ Discuss challenges that the consumer's language or communication needs might present within the context of the Gile Models, including ideas for resolving these challenges

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Module 5
Slides 13-18

Unit 1: Models of Interpretation

Gish Information Processing Model

Mapping Elements:

- ☐ Speaker goal
- ☐ Theme
- ☐ Objective/s
- ☐ Unit/s
- ☐ Data & details

Unit 1: Models of Interpretation

Gish Information Processing Model, cont'd

- ☐ View trainer-selected video
- ☐ Assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual) and determine the mode of interpreting to be used
- ☐ Discuss challenges that the consumer's language or communication needs might present within the context of the Gish Model, including ideas for resolving these challenges
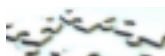

Unit 1: Models of Interpretation

Group Dialogue: Comparison

- ☐ Cokely Model – message reception, preliminary processing, and semantic intent realization
- ☐ Colonomos Model – concentrating, representing, and planning
- ☐ Gile Model – information processing
- ☐ Gish Models – comprehension and effort

Unit 1: Models of Interpretation

Group Dialogue: Comparison, cont'd

- ☐ How do the four models help Deaf interpreters clarify the process of interpreting?
- ☐ How can Deaf interpreters use the four models to identify their strengths and areas for improvement?
- ☐ How do the four models help Deaf interpreters identify and resolve underlying causes for interpreting breakdowns?
- ☐ How can Deaf interpreters use the four models to make effective interpreting decisions?
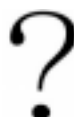

Unit 2: Translation

Key Questions

- ☐ How does written translation differ from sight/text translation?
- ☐ How does sight/text translation differ from consecutive and simultaneous interpreting?
- ☐ What are possible situations that would call for Deaf interpreters to provide sight/text translation?
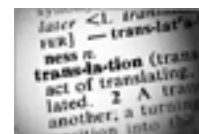- ☐ What kinds of knowledge and preparation are necessary for translation?

Unit 2: Translation

Review

- ☐ Written/recorded translation
- ☐ Back translation
- ☐ Back translation check
- ☐ Sight translation

Unit 2: Translation

Sight Translation
- ☐ Identify and discuss situations in which Deaf interpreters might be called upon to translate from written or print text into ASL or another form of visual communication

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Unit 2: Translation

Sight Translation, cont'd
- ☐ Frozen text
- ☐ Procedural text
- ☐ Explanatory text

Unit 2: Translation

Sight Translation, cont'd

Using the Gile Model, what ELK is required to translate:
- ☐ Frozen text
- ☐ Bank overdraft notice
- ☐ Television captions
- ☐ Medical consent form
- ☐ Apartment lease

Unit 2: Translation

Sight Translation Steps
- ☐ Prediction
- ☐ Content mapping
- ☐ Feature analysis
- ☐ Visual representation
- ☐ Prediction of target language features
- ☐ Re-tell in target language
- ☐ Comparative / contrastive analysis
- ☐ Translation

Unit 2: Translation

Interpreter Discourse Review
- ☐ English to ASL Expansion
- ☐ ASL to English Compression

Unit 2: Translation

Group Dialogue
- ☐ View *Pursuit of ASL: Interesting Facts Using Classifiers*
- ☐ Identify application of ASL expansion

Module 5

Slides 25-30

Unit 2: Translation

English to ASL Sight/Text Translation Activity
- ☐ Preparation: patient intake form or other print document
- ☐ Divide into groups of three
  - ☐ Sight translator
  - ☐ Deaf or DeafBlind consumer
  - ☐ Observer

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Unit 2: Translation

English to ASL Sight/Text Translation Activity, cont'd
- ☐ Discuss observed examples of the following:
  - ☐ Elicitation strategies
  - ☐ Production strategies
  - ☐ Contextual information strategies
- ☐ Application to Deaf interpreter practice

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Unit 2: Translation

Simultaneous Translation Activity
- ☐ Trainer-selected captioned movie, television show, or video
- ☐ Predictions
  - ☐ Possible topics that may arise
  - ☐ Speakers' goals
  - ☐ Salient linguistic features
  - ☐ Content
- ☐ Translation Practice

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Unit 2: Translation

Simultaneous Translation Activity, cont'd
- ☐ English intrusion in translation efforts
- ☐ Application to Deaf interpreter practice

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Unit 2: Translation

NCIEC Teaching Modules for the Classroom: To Your Future Health–Contemplating Interpreting in Healthcare
- ☐ Appropriate times for Deaf Interpreters to:
  - ☐ Sight/text translate independently
  - ☐ Hold off until healthcare providers are present
  - ☐ Take on the interpreting role

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Unit 3: Consecutive Interpreting

Key Questions
- ☐ What factors go into Deaf interpreters' decision to interpret consecutively?
- ☐ How can Deaf interpreters explain the rationale for using consecutive interpreting?
- ☐ How do Deaf interpreters employ consecutive interpreting to their greatest advantage?

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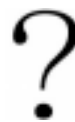

Unit 3: Consecutive Interpreting

Concept Review
- ☐ History
- ☐ Benefits
- ☐ Skills
- ☐ Techniques

Unit 3: Consecutive Interpreting

Concept Review, cont'd
- ☐ *Examples of a Deaf Interpreter's Work*
- ☐ *Deaf Interpreting: Team Strategies for Interpreting in a Mental Health Setting*
- ☐ *Deaf Interpreters at Work: Mock Trial*

Unit 3: Consecutive Interpreting

Concept Review: Procedural Steps
- ☐ Listening
- ☐ Chunking
- ☐ Short term memory
- ☐ Note-taking
- ☐ Analysis of meaning
- ☐ Co-construction of meaning
- ☐ Application of interpreting model/s
- ☐ Delivery

Unit 3: Consecutive Interpreting

Discourse Analysis Process

1. Prediction
2. View & Recall
3. Content Mapping
4. Salient Linguistic Features
5. Abstraction
6. Retell in Source Language
7. Salient Linguistic Features
8. Visualization Mapping
9. Retell in Target Language
10. Interpretation

Unit 3: Consecutive Interpreting

Case Study 1—Sixth Grade Health Class
- ☐ Deaf student has Deaf parents. ASL is L1, English is L2. Exposed to SEE through mainstream school. Struggles with fingerspelling (mild cerebral palsy). Teacher's goal is for students to understand how bruises are formed and be familiar with vocabulary. There will be a test on bruises next week, with multiple choice and fill-in questions. For the test, students must be able to answer questions on how bruises are formed, in full sentences.

Unit 3: Consecutive Interpreting

Case Study 2—Eighth Grade Biology Class
- ☐ Deaf student in mainstream day program since first grade. Spanish and ASL are L1 and L2, English is L3. Has hearing parents, all speak Spanish and know basic ASL. Small group of Deaf friends who use ASL and some signed English. Teacher's goal is to teach about blood and its systems. One unit is related to how bruises are formed. Students must write an essay about blood systems, bruises, and how the blood system prevents more bleeding from broken blood vessels.

Module 5
Slides 37-42

Unit 3: Consecutive Interpreting

Case Study 3—Doctor's Office

☐ Patient from another country in late 30s. Fluent in their native signed language. Has lived in USA for two years and is picking up ASL from other immigrants as well as American Deaf community. Third visit with doctor to learn results of blood tests. Doctor's goal is to explain how bruises are formed and why the patient may be breaking out in so many bruises, possibly due to blood disease. Doctor is very concerned.

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Unit 3: Consecutive Interpreting

Case Study 4—Doctor's Office

☐ Young hearing child with Deaf or DeafBlind mother whose L1 is ASL (monolingual), who graduated from a Deaf school after attending day mainstream program for a few years. Third visit with doctor to learn results of blood tests. Doctor's goal is to explain how bruises are formed and why the patient may be breaking out in so many bruises. Doctor is very concerned and suspects the child has leukemia, a blood disease. Mother is very emotional.

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Unit 3: Consecutive Interpreting

Case Study Analysis Process
- ☐ Draw pictures or symbols, no words
- ☐ Use ASL discourse structure and features
  - ☐ Framing the interpretation
  - ☐ Register/s and discourse genre/s
  - ☐ Salient language features
  - ☐ Contextualization (expansion) techniques

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Unit 3: Consecutive Interpreting

Case Study Analysis Process, cont'd
- ☐ Interpret
  - ☐ Appropriate target language
  - ☐ Different from ASL version
- ☐ Demonstrate interpretation
  - ☐ Deaf interpreter
  - ☐ Deaf or DeafBlind consumer
  - ☐ Hearing consumer

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Unit 3: Consecutive Interpreting

Case Study Analysis Process, cont'd
- ☐ Debriefing
  - ☐ Features assisted in effectiveness
  - ☐ Features were missing
  - ☐ Examples of linguistic and cultural mediation

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Unit 3: Consecutive Interpreting

Case Study Analysis Process, cont'd
- ☐ Decision making processes
- ☐ Discourse analysis & mapping
- ☐ Application of interpreting process models
- ☐ Learning experiences
- ☐ Areas for skill improvement and future application

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Unit 3: Consecutive Interpreting

Group Dialogue
- ☐ How do Deaf interpreters explain the rationale for using consecutive interpreting?
- ☐ What factors go into the decision for Deaf interpreters to interpret consecutively?
- ☐ How do Deaf interpreters use consecutive interpreting to their greatest advantage?

Unit 4: Simultaneous Interpreting

Key Questions
- ☐ What factors and considerations go into Deaf interpreter's decision to use simultaneous interpreting?
- ☐ In what settings do Deaf interpreters typically practice simultaneous interpreting?
- ☐ What is the difference between mirroring and simultaneous interpretation?
- ☐ What is the rationale for using simultaneous, consecutive, or a blend of interpreting methods in some situations?
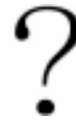
Unit 4: Simultaneous Interpreting

Review
- ☐ Definition
- ☐ History and Uses in *The Effective Interpreting Series: Simultaneous Interpreting from English*
- ☐ Colonomos and Gile Interpreting Process Models
- ☐ Application to Deaf interpreter practice

Unit 4: Simultaneous Interpreting

Deaf Interpreter Experiences
- ☐ Where have you seen Deaf interpreters at work?
- ☐ View trainer-selected videos
- ☐ Why was simultaneous interpreting the method of choice?
- ☐ When observing the "feed" interpreter, what did you notice about their language use (e.g., ASL, signed English) and signing behaviors?
- ☐ Share observations on the performance of Deaf interpreters in simultaneous interpreter settings.

Unit 4: Simultaneous Interpreting

Deaf Interpreter Experiences, cont'd
- ☐ Define and discuss mirror interpreting
- ☐ Overlay Colonomos and Gile Models
- ☐ Contrast mirror vs. simultaneous interpreting
  - ☐ Depth of processing
  - ☐ Form and meaning
  - ☐ Effort

Unit 4: Simultaneous Interpreting

Relationship of Simultaneous & Consecutive Interpreting
- ☐ Russell's research on accuracy of simultaneous vs. consecutive interpreting
- ☐ What considerations go into decision making whether to use simultaneous or consecutive?
- ☐ When would it be appropriate to flow between simultaneous and consecutive?

Module 5

Slides 49-51

Unit 4: Simultaneous Interpreting

ASL Registers
- ☐ Types
  - ☐ Frozen
  - ☐ Formal
  - ☐ Consultative
  - ☐ Informal/Casual
  - ☐ Intimate
- ☐ Settings & Audiences

Unit 4: Simultaneous Interpreting

Examples of Simultaneous Approach
- ☐ Gallaudet Commencement Speaker–WFD President
- ☐ Gallaudet Deaf Way II Presentation Series–Video Conference Interpreting Project, International Sign
- ☐ Helen Keller National Center Conference–DeafBlind Focus

Unit 4: Simultaneous Interpreting

DeafBlind Considerations
- ☐ *Teaching Modules for the Classroom: DeafBlind Interpreting*
- ☐ *Pro-Tactile: Understanding Touch Techniques to Facilitate Communication with DeafBlind People*
- ☐ *Pro-Tactile: The DeafBlind Way*

Module 6
Slides 1-6

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Deaf Interpreter Curriculum

Module 6: DI/HI & DI/DI Interpreter Teams

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Module 6: DI/HI & DI/DI Interpreter Teams

Unit Titles & Sequence
- ☐ Team Development
- ☐ DI/HI Teams–Roles, Functions & Processes
- ☐ Preparation–Pre- & Post-Conferencing
- ☐ DI/HI Team Practices
- ☐ DI/DI Team Practices
- ☐ Power & Politics in DI/HI Teams

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Unit 1: Team Development

Key Questions
- ☐ What techniques and strategies foster team building?
- ☐ What factors affect the dynamics of team development in a given setting?

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Unit 1: Team Development

Group Dialogue
- ☐ Definition of team
- ☐ Composition of teams
- ☐ Types of teams

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Unit 1: Team Development

Teamwork: Personal Experiences
- ☐ What was the purpose of the team?
- ☐ Were there shared goals?
- ☐ Who decided how the team would function?
- ☐ What were the successes? Obstacles?
- ☐ Identify common threads in stories shared.

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Unit 1: Team Development

Small Group Activity
- ☐ Definition of team
- ☐ Top five characteristics of effective teams
- ☐ Basic team development stages
- ☐ Benefits and drawbacks of working as a team
- ☐ Behaviors that support and hinder team effectiveness

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Unit 1: Team Development

Full Group Agreement

- ☐ Definition of team
- ☐ Top five characteristics of effective teams
- ☐ Basic team development stages
- ☐ Benefits and drawbacks of working as a team
- ☐ Behaviors that support and hinder team effectiveness

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Unit 1: Team Development

Review *Team Interpreting as Collaboration & Interdependence*

- ☐ How should DI/HI and DI/DI teams be defined?
- ☐ How can DI/HI teams and DI/DI teams adopt the qualities and assets of collaboration and interdependence?

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Unit 1: Team Development

RID Standard Practice Papers: Use of a Certified Deaf Interpreter (1997) & Team Interpreting (2007)

- ☐ What are the most immediate improvements needed?
- ☐ How should RID address these? Should the NAD also be involved in this process? How?
- ☐ How can Deaf interpreters contribute to this process?

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Unit 1: Team Development

***RID Standard Practice Papers,* cont'd**

- ☐ View NCIEC Panel Discussion on *Use of a Certified Deaf Interpreter*
- ☐ Engage in further group dialogue

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Unit 2: DI/HI Teams–Roles, Functions & Processes

Key Questions

- ☐ What are key factors in developing strong working relationship with team interpreters?
- ☐ Why is it important to understand how hearing interpreters adjust their interpretations when working with Deaf interpreters?
- ☐ What should Deaf interpreters take into consideration in decision-making on feeds to and from hearing team interpreters?

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Unit 2: DI/HI Teams–Roles, Functions & Processes

Brainstorm & Discuss

- ☐ Where are Deaf interpreters/ hearing interpreters typically employed?
- ☐ Where might Deaf interpreters be required?
- ☐ Where might Deaf interpreters be a necessity in consideration of Deaf interpreter needs?

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Module 6
Slides 13-18

Unit 2: DI/HI Teams–Roles, Functions & Processes

Skills for Effective Teaming

- ☐ Aptitude for independent & interdependent collaboration
- ☐ Ability to make connections & build synergy within team/s
- ☐ Language and cultural mediation skills
- ☐ Stamina
- ☐ Mental agility
- ☐ Tolerance for ambiguity
- ☐ Tolerance for diverse situations
- ☐ Maturity
- ☐ Personality traits that indicate successful work with a wide variety of people

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Unit 2: DI/HI Teams–Roles, Functions & Processes

View *GURIEC Learning Community Series–Deaf/Hearing Interpreting Teams*

- ☐ What adjustments do hearing "feed" interpreters make when working in DI/HI teams? Give examples.
- ☐ How is Ressler's research on DI/HI teams useful to interpreters-in-training?

Unit 2: DI/HI Teams–Roles, Functions & Processes

Small Group Activity

- ☐ Feed–stands behind consumer, describes procedure
- ☐ Interpreter–provides simultaneous interpretation, paraphrasing (not mirroring)
- ☐ Consumer–faces interpreter
- ☐ Observer–watches, takes notes
- ☐ Debrief after each exercise and switch participant roles

Unit 2: DI/HI Teams–Roles, Functions & Processes

Debrief: Discussion Points

- ☐ Was the interpretation accurate? Did what was understood match with what was originally said?
- ☐ Did the feed adapt signing to accommodate the interpreter's needs? How?
- ☐ Did the interpreter provide an interpretation or a mirror rendition or some of each? What did the observer see?
- ☐ When mirroring occurred, what may have caused that to happen?
- ☐ What would the feed and the interpreter do differently next time?

Unit 2: DI/HI Teams–Roles, Functions & Processes

Debrief: Full Group Dialogue

- ☐ What did you learn regarding team processes?
- ☐ What worked well? What did not?
- ☐ If you prepared in advance, what specifically did you do?
- ☐ Did the feed-interpreter teams collaborate on their work?

Unit 2: DI/HI Teams–Roles, Functions & Processes

View *GURIEC Learning Community Series–Deaf/Hearing Interpreting Team Expert Panelists*

- ☐ Identify potential supports and barriers to effective teaming
- ☐ Describe strategies for effectively pre-conference as a team before the interpreting task begins
- ☐ Discuss team approaches to interpreting vs. mirroring

Unit 2: DI/HI Teams–Roles, Functions & Processes

GURIEC Deaf/Hearing Interpreting Team Expert Panelists, cont'd
- ☐ How open are you to feedback?
  - –from Deaf interpreters?
  - –from hearing interpreters?
- ☐ Give examples from the panel on ways to create a safe environment and build trust between DI/HI team members
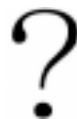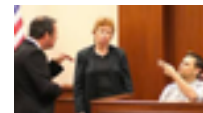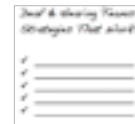
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Unit 2: DI/HI Teams–Roles, Functions & Processes

Small Group Activity: Strategies for Successful DI/HI Teams
- ☐ Discuss how you envision Deaf and hearing interpreters working together as a team
- ☐ Agree on key points
- ☐ Design a creative and informative poster containing your group's key points
- ☐ Present on behalf of each small group
- ☐ Agree on key strategies for successful DI/HI team efforts

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Unit 2: DI/HI Teams–Roles, Functions & Processes

Research & Share Findings
- ☐ Interview a DI/HI team or watch DI/HI team efforts via video
- ☐ Prepare vlog or written summary:
  - ☐ Key concepts learned
  - ☐ Assessment of team processes, techniques, and aptitudes
  - ☐ Skills required for effective teamwork

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Unit 3: Preparation–Pre- & Post-Conferencing

Key Questions
- ☐ How does pre-conferencing set the stage for interpreting assignments?
- ☐ What information needs to be shared during pre-conferences?
- ☐ What pitfalls can be avoided by making a plan ahead of time?
- ☐ How can Deaf interpreters make the most of a post-conference session?

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Unit 3: Preparation–Pre- & Post-Conferencing

Review *NCIEC Toward Effective Practice: Competencies of the Deaf Interpreter*
- ☐ Identify specific references to team preparation and agreements made

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Unit 3: Preparation–Pre- & Post-Conferencing

View *GURIEC Deaf Interpreting Series–Team Strategies: Pre-Conference*
- ☐ Pre-Conference Worksheet Analysis
  - ☐ Identify which skills, techniques and strategies were discussed and not discussed
  - ☐ Make note of preparation factors and agreements made or not made

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Module 6
Slides 25-30

Unit 3: Preparation–Pre- & Post-Conferencing

View *GURIEC DI Series–Team Strategies: Pre-Conference, cont'd*
- ☐ Language use and power issues
- ☐ Techniques/strategies for routine and complex situations
- ☐ Adaptations to change course as needed
- ☐ Use of consecutive and/or simultaneous interpretation, as needed
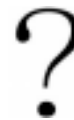- ☐ Management of potential breakdowns

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Unit 3: Preparation–Pre- & Post-Conferencing

View *GURIEC DI Series–Team Strategies: Interpreting in a Mental Health Setting*
- ☐ **Consumer Meeting Worksheet Analysis**
  - ☐ Language use and power issues
  - ☐ Techniques/strategies for routine and complex situations
  - ☐ Adaptations to change course as needed
  - ☐ Use of consecutive and/or simultaneous interpretation, as needed
  - ☐ Management of potential breakdowns

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Unit 3: Preparation–Pre- & Post-Conferencing

View *GURIEC DI Series–Team Strategies: Post-Conference*
- ☐ **Post-Conference Worksheet Analysis**
  - ☐ Team usage of interpreting models to assess the success of their work, identify effective teaming techniques, and prepare for assignment continuation

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Unit 3: Preparation–Pre- & Post-Conferencing

View vignettes in *NCIEC Interpreting in Spanish-Influenced Settings*
- ☐ What pre-conference agreements were made?
- ☐ What was communicated in consumer meetings?
- ☐ How did the interpreters analyze their post-assignment performance?
- ☐ What issues did the interpreters raise in the follow-up interviews? How could those issues be avoided?
- ☐ What were the complexities in this trilingual environment?

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Unit 4: DI/HI Team Practices

Case Study: Inquiry Discourse
- ☐ Taking a medical history
- ☐ Conducting a college interview
- ☐ Applying for unemployment benefits

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Unit 4: DI/HI Team Practices

Case Study: Narrative Discourse
- ☐ Day on the campaign trail with a candidate
- ☐ Trip to Alaska
- ☐ Journey to becoming an interpreter

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Unit 4: DI/HI Team Practices

Case Study: Procedural Text
- ☐ How to fix a dripping faucet
- ☐ How to design and plant a garden
- ☐ How to do math problems

Unit 4: DI/HI Team Practices

Case Study: Expository Discourse
- ☐ Passage of the Civil Rights Bill of 1964
- ☐ Healthcare disparities in the U.S.
- ☐ Rise of China as a global economic power

Unit 4: DI/HI Team Practices

Case Study: Persuasive/ Argumentative Discourse
- ☐ Community meeting to argue for recycling programs
- ☐ Lobbying effort for funding of services for the DeafBlind community
- ☐ Advantages of Deaf seniors' participation in a yoga program

Unit 4: DI/HI Team Practices

Group Dialogue: Two+ DI/HI Teams
- ☐ Rationale and settings where more than one DI/HI team, such as two or three teams, can occur, may be required, or are a necessity in consideration of the needs of consumers
- ☐ Existing team models and how they may apply or may be adapted to more than one DI/HI team
- ☐ Practices for more than one DI/HI team
- ☐ Consumers who would require more than one DI/HI team
- ☐ Requisite skills for effective teaming for all DI/HI team members

Unit 5: DI/DI Team Practices

Key Questions
- ☐ How do models of interpreting apply to the conjoint process of DI/DI team interpreting?
- ☐ What techniques and strategies are needed to recognize and manage breakdowns in the team process?
- ☐ What techniques and cues can DI/DI team members use to create synergy within the team?
- ☐ How can Deaf interpreters advocate for DI/DI teams to a variety of stakeholders (e.g., hearing interpreters, agencies, Deaf consumers)?

Unit 5: DI/DI Team Practices

Small Group Activity
- ☐ How do DI/DI team dynamics differ from DI/HI team dynamics?
- ☐ What issues may arise that are unique to DI/DI teams?
- ☐ How do DI/DI teams work through challenges within the team?

Record small group consensus on poster paper and share/discuss with full group

Module 6
Slides 37-42

Unit 5: DI/DI Team Practices

Group Dialogue: DI/DI Teams
- ☐ Rationale and settings where DI/DI teams may be required, or are a necessity in consideration of the needs of consumers
- ☐ Existing team models and how they may apply or may be adapted to DI/DI teams
- ☐ Practices for more than one DI/DI team
- ☐ Consumers who would benefit from a DI/DI team
- ☐ Requisite skills for effective teaming by DI/DI team members

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Unit 5: DI/DI Team Practices

Small Group Activity
- ☐ DI/DI team practice with two observers who provide assessment/feedback
- ☐ Use one of three scenarios:
  - ☐ Tactile communication
  - ☐ Sight/text translation
  - ☐ Platform interpreting
- ☐ Debrief–teamwork & processes
- ☐ Switch participant roles

Unit 6: Power & Politics in DI/HI Teams

Key Questions
- ☐ What are the advantages and disadvantages of working with Deaf interpreters from hearing interpreters' point of view?
- ☐ What power dynamics might arise in Deaf/hearing interpreter relationships?
- ☐ How can Deaf interpreters effectively make the case for teaming with Deaf interpreters?
- ☐ How can interpreting education programs create a welcoming climate for Deaf and hearing interpreters?

Unit 6: Power & Politics in DI/HI Teams

Research & Share Findings
- ☐ *The Benefits of Deaf Interpreters*
- ☐ *Team Me Up? CDI*
- ☐ *Interpreters: Gatekeepers for the Deaf Interpreter Community*
- ☐ *Who Needs a Deaf interpreter? I Do!*
- ☐ *Deaf Interpreters: The State of Inclusion*
- ☐ *Are Hearing Interpreters Responsible to Pave the Way for Deaf Interpreters?*
- ☐ *Interpreting Without a Deaf interpreter is an RID CPC Violation*

Unit 6: Power & Politics in DI/HI Teams

Group Dialogue
- ☐ What are the main points of each of these feature articles and vlogs?
- ☐ What are the various attitudes described in these articles/vlogs?
- ☐ Why might some hearing interpreters resist teaming with Deaf interpreters?
- ☐ How can attitudes be changed?

Unit 6: Power & Politics in DI/HI Teams

View ASL videos in *NCIEC Teaching Modules for the Classroom: DI/HI Teams–Making the Case for a DI/HI Team*
- ☐ Explain (or develop a plan for) how Deaf interpreters can share this information with hearing interpreters and Deaf community members
- ☐ Develop justifications for DI/HI teams to both hearing interpreters and hiring entities

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Unit 6: Power & Politics in DI/HI Teams

Interview & Share Findings
- Why do DI/HI teams choose to work together?
- How did they improve their teamwork over time?
- What power dynamics did they deal with? How did these impact their decision-making, and how did they recognize and resolve these?
- How did audism, if any, impact their work?
- What would they like to share with other interpreters on team work?
- What justifications did they use to promote hiring of DI/HI teams?

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Unit 6: Power & Politics in DI/HI Teams

Research & Share Findings
- Interview stakeholders (Deaf, DeafBlind, hearing)
  - What are the benefits – and – challenges to working with Deaf interpreters?
- Create vlogs
  - Explain benefits of working with Deaf interpreters outweigh challenges
  - Provide tips on advocating for, hiring, and working with Deaf interpreters

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Unit 6: Power & Politics in DI/HI Teams

Group Dialogue
- Share Interpreter Education Program experience/s (student, lecturer, trainer, etc.)
- Learning together: Deaf & hearing IEP students & interpreters–advantages and challenges
- Benefits of Deaf students and professionals to IEPs and other students
- Strategies for greater IEP acceptance of Deaf students, educators, trainers, researchers, etc.
- Deaf involvement and collaboration with hearing counterparts

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